



Y12 English Language

	Teacher 1	Teacher 2
Autumn 1	<p>Introduce language methods:</p> <ul style="list-style-type: none"> <li>• Graphology</li> <li>• Phonology</li> <li>• Lexis</li> <li>• Semantics</li> <li>• Pragmatics</li> <li>• Discourse</li> </ul> <p>Mode: written (Inc. multimodal and electronic) [AO1 and AO3]</p>	<p>Introduce language methods:</p> <ul style="list-style-type: none"> <li>• Grammar</li> </ul> <p>Mode: spoken (inc. spontaneous, scripted and represented)</p> <p>Spoken language: features and theories [AO1, 2 and 3]</p> <p>Power: features, types and theories (spoken and written texts) [AO1, 2 and 3]</p>
Formal Assessment 1: w/c 7 <sup>TH</sup> Oct	Analysis of <u>one</u> text focusing on applying the methods covered above (AO1 and AO3)	Analysis of <u>one</u> spoken text focusing on applying the methods covered above (AO1 and AO3)
w/c 14 <sup>th</sup> Oct	Data Entry/Data to parents	Data Entry/Data to parents
Autumn 2	<p>Gender: features, theories, attitudes, representation (spoken and written texts) [AO2 and AO3]</p> <p>Introduce AO4 through practice papers</p>	<p>Accent and Dialect: features, theories, attitudes. [AO2]</p> <p>Occupation: features, theories, attitudes</p> <p>Introduce AO4 through practice papers</p>
Spring 1	<p>Introduce original writing coursework:</p> <ul style="list-style-type: none"> <li>• Examples of different genres (analysis and production of)</li> <li>• Commentary writing [AO5]</li> </ul> <p>Opinion articles:</p> <ul style="list-style-type: none"> <li>• Analysis</li> </ul>	<p>Introduce child language acquisition (spoken):</p> <ul style="list-style-type: none"> <li>• Functions of children's language</li> <li>• Phonological, pragmatic, lexical, semantic and grammatical development</li> <li>• Theories and research about spoken language development [AO1, 2 and 3]</li> </ul>



	<ul style="list-style-type: none"> <li>Production</li> </ul>	
Formal Assessment 2: w/c 6th Jan	Full Paper 1 (Q1-3) AO1, 3 and 4	Full Paper 1 (Q4 or 5) AO1, and 2
w/c 13 <sup>th</sup> Jan	Data Entry/Data to parents	Data Entry/Data to parents
w/c 20 <sup>th</sup> Jan	Y12 Parent's Evening	Y12 Parent's Evening
Spring 2	<p>Introduce language change:</p> <ul style="list-style-type: none"> <li>Historical perspective</li> <li>Causes</li> <li>Types (frameworks)</li> </ul> <p>Analysis of old texts (link to Paper 1 Section A and Paper 2 Section B) [AO1, 2 and 3]</p> <p>Language Change:</p> <ul style="list-style-type: none"> <li>Attitudes</li> <li>Issues</li> <li>Evaluation</li> <li></li> </ul> <p>World Englishes:</p> <ul style="list-style-type: none"> <li>Crystal</li> <li>Lingua franca</li> <li>Global varieties</li> </ul> <p>[AO2]</p>	<p>Introduce child language acquisition (writing):</p> <ul style="list-style-type: none"> <li>Features</li> <li>Theories</li> <li>Attitudes</li> </ul> <p>Revisit accent and dialect ( both essay and article responses) [AO2]</p> <p>Introduce ethnicity</p> <ul style="list-style-type: none"> <li>Attitudes</li> <li>Issues</li> <li>Evaluation</li> </ul> <p>[AO2]</p>
Formal Assessment 3: w/c 23rd Mar	Paper 2 (Q1/2) Evaluate the idea... Essay question based around Language Change/Diversity (AO1 and 2)	Paper 2 (Q1/2) Evaluate the idea... Essay question based around attitudes toward language (accent/dialect/gender) (AO1 and 2)
w/c 30 <sup>th</sup> Mar	Data Entry/Data to parents	Data Entry/Data to parents
Summer 1	<p>Revisit Representation:</p> <ul style="list-style-type: none"> <li>Paper 1 Section A</li> <li>Paper 2 section B</li> </ul> <p>Revisit gender( both essay and article responses)</p>	Revisit child language acquisition (spoken)



		Revisit occupation, power and social groups ( both essay and article responses)
Summer 2	Exam preparation	Exam preparation
Assessment 4: w/c 22nd Jun (2 weeks)	FULL MOCK Paper 1 Section A  Paper 2 section B  AO1, 2,3, 4 and 5	FULL MOCK Paper 1 Section A  Paper 2 section B  AO1, 2,3, 4 and 5
w/c 6 <sup>th</sup> July	Data on SIMS	Data on SIMS

NB Throughout the course, constant reinforcement of language methods, with explicit teaching of grammar.